

# Childminder Report

**Inspection date**

24 October 2016

Previous inspection date

20 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder provides a very calm, caring and welcoming environment. Children are happy and relaxed. They settle well and build strong attachments with the childminder. Children's emotional well-being is effectively supported.
- The childminder shares information every day with parents about their children's care and development. This enables parents to continue with their children's learning at home.
- The childminder monitors children's progress to help to identify any gaps in their learning. Children's next steps are planned for, which helps them to make good progress.
- The childminder maintains a safe environment and uses risk assessments effectively to help protect children from harm.

### It is not yet outstanding because:

- The childminder does not gather as much information as possible from parents about what children already know and can do. This means that she does not have a comprehensive overview from which to plan more precisely for children's learning from the start.
- The childminder's professional development plans are not yet targeted precisely enough to achieve and maintain an even higher quality of teaching.
- The childminder does not gather opinions from all parents to help identify further priorities for improvement.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- support parents to share more detail about their children's development and use this information to enhance planning so that children make the best possible progress from the start
- enhance the already good practice and plan targeted professional development to help ensure that teaching is of an even higher quality
- seek and use the views of all parents to help identify further priorities for improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector looked at relevant documentation and checked the suitability of adult members of the household.
- The inspector took account of the views of parents provided through written feedback.

### Inspector

Judith Bodill-Chandler

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has clear policies and procedures that underpin the effective running of her service. She forms good links with other settings that children attend. They work well together and provide consistency and continuity in children's care and learning. The childminder has established regular contact and partnerships with other childminders. This enables her to share ideas and discuss good practice. Parents are complimentary about the childminder and the service that she provides. The arrangements for safeguarding are effective. The childminder understands her responsibility to keep her safeguarding knowledge up to date. She knows how to recognise the possible signs and symptoms of abuse and who to report any concerns to.

### Quality of teaching, learning and assessment is good

The childminder interacts with children with enthusiasm, joining in with their role play and modelling how to use resources. Children's communication and language skills are supported well. The childminder speaks slowly, repeats words and allows time for children to respond. This supports young children as they learn to speak. The childminder seizes all opportunities during play and routine activities to promote children's mathematical development. For example, she counts how many bricks they use to build a tall tower and how many pieces of fruit they have. The childminder is fully aware of children's differing interests and abilities, and knows them well. She uses information from her observations to plan experiences that are linked to what they need to learn next.

### Personal development, behaviour and welfare are good

The childminder provides settling-in sessions for parents to attend with their children. This helps children to develop a bond with her and settle quickly. The environment is arranged well so that children can choose from a range of quality resources which covers all areas of learning. Children have many opportunities to be physically active. They enjoy fresh air and exercise every day, along with nutritious meals and snacks. This helps to promote their good health. The childminder promotes children's good behaviour and acts as a positive role model. She provides constant praise which helps children to feel valued. Children are developing an understanding of similarities and differences between themselves and others. The childminder provides toys and resources to help support their understanding of diversity.

### Outcomes for children are good

All children make good progress in their learning and development. They are learning to recognise colours and numbers as they play and explore. Children make choices about what they want to do and are beginning to manage their own care needs. They have positive attitudes to learning and willingly try new experiences. Children have many opportunities to develop their social skills and confidence as they attend groups in the local community and go on regular outings. Children are developing strong foundations for their future learning.

## Setting details

<b>Unique reference number</b>	EY443253
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1060030
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 September 2012
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Halifax. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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